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Directorate-General for Education and Culture

Life Long Learning: Education and Training policies
School Education and Higher education

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FROM BERLIN TO BERGEN The EU Contribution

Progress Report 7 April 2005

1. Introduction

On 19 September 2003, the Ministers of Higher Education of the Bologna Signatory States gathered in Berlin and adopted a Communiqué taking note of progress made so far and defining three intermediate priorities for the next two years: quality assurance, two-cycle system and recognition of degrees and periods of studies. A stocktaking exercise was announced to take place before the next Ministerial meeting in Bergen, Norway in May 2005.

Ministers also decided that the doctoral phase would be brought into the Bologna Reforms (transparency, quality assurance etc.) and to promote closer links between the European Higher Education Area (EHEA) and the European Research Area (ERA).

The Bologna process coincides with Commission policy in higher education supported through European programmes and notably Socrates-Erasmus. The Commission stimulates Bologna initiatives at European level and participates as a full member in the Bologna Follow-up Group and the Bologna Board.

From an EU perspective, the Bologna process fits into a broader Lisbon Strategy, launched in March 2000. In Barcelona, in March 2002, the European Council concluded that the European education and training systems should become a “*world quality reference*”. In Brussels, in March 2005, Europe’s political leaders confirmed that knowledge is at the heart of the Lisbon Strategy. In April 2005, the Commission will publish a new Communication on the on how to enable universities to make their full contribution to the Lisbon Strategy.

From an EU perspective, there is also an obvious link between the Bologna Process and the Copenhagen process on enhanced European co-operation in Vocational Education and Training, launched in December 2002. The Commission has taken initiatives to establish synergies between both processes in important fields such as transparency of qualifications (EUROPASS), credit transfer, quality assurance and the European Qualifications Framework (EQF)

In Berlin, four countries from the Western Balkans joined the Bologna process: Albania, Bosnia and Herzegovina, “the Former Yugoslav Republic of Macedonia” and Serbia and Montenegro, as well as Andorra, the Holy See and Russia. Five more countries are likely to follow in Bergen: Armenia, Azerbaijan, Georgia, Moldova and Ukraine. The Commission provides specific support measures for all countries covered by Tempus-Cards and Tempus-Tacis who wish to introduce Bologna type higher education reform measures.

The current paper sets out the EU contribution to the Bologna process, provided by the European Commission, in partnership with the higher education sector and supported through Socrates, Tempus and Erasmus Mundus.

The paper starts with the Commission contribution to the realisation of the three intermediate priorities defined in Berlin: quality assurance, two-cycle system and recognition of degrees and periods of study. In addition, the paper describes Commission initiatives on promoting mobility, raising the attractiveness of European higher education and developing the doctoral phase (EHEA-ERA). The paper also addresses horizontal issues, such as the Stocktaking exercise, Bologna Promotion and support to Bologna Seminars and Conferences. Relevant sections of the Berlin Communiqué are quoted in italics.

2. Quality Assurance

"The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at institutional, national and European level. They stress the need to develop mutually shared criteria and methodologies on quality assurance."

2.1 ENQA Mandate

"At the European level, Ministers call upon ENQA through its members, in co-operation with the EUA, EURASHE and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance, to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Follow-up Group to Ministers in 2005. Due account will be taken of the expertise of other quality assurance associations and networks."

The Commission has actively supported the realisation of this Mandate given by Ministers to ENQA. Two Working Groups organised by ENQA have examined proposals prepared by experts on the different elements of the Mandate. One Working Group on standards, procedures and guidelines and one Working Group on setting up an adequate peer review system. Experts drew on existing studies and on experiences of ENQA and its members, organised in regional (North and Eastern Europe) or specialised networks (European Consortia for Accreditation). They examined EUA Institutional Evaluations and the work of subject specific professional accrediting agencies such as EQUIS. They also spoke with the ENIC-NARIC recognition experts.

Experiences in other parts of the world, notably the United States, were considered as well.

ENQA has reported regularly to the Bologna Follow-up Group. A Pre-final Report was presented by the beginning of 2005 in order to be finalised in advance of the Ministerial meeting. Ministers in Bergen will, in all likelihood, adopt European Standards both for Universities and for Quality Assurance Agencies. They may equally endorse the establishment of a European Register of Quality Assurance Agencies. In doing so, they would create the basis for mutual recognition of quality assurance systems and assessments.

The Commission has adopted, in October 2004, a proposal for a Parliament and Council Recommendation on further European cooperation in quality assurance in higher education¹. In this draft, the Commission suggests to give universities the freedom to choose Registered Agencies according to their profile and calls upon Governments to accept assessments made by such Agencies as a basis for funding and licensing decisions.

2.2 Networking of Agencies

"Therefore, they [Ministers] agree that by 2005 national quality assurance systems should include:

- *A definition of the responsibilities of the bodies and institutions involved.*
- *Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.*
- *A system of accreditation, certification or comparable procedures.*
- *International participation, co-operation and networking."*

The Commission has no role in setting up national systems but contributes to the implementation of this objective by supporting the networking of agencies and systems through ENQA, the European Association for Quality assurance in Higher Education, established on the basis of the 1998 Council Recommendation on European Cooperation in Quality Assurance in Higher Education. ENQA supports its members through exchange of information and good practice, staff training and seminars. ENQA undertakes and publishes studies and surveys on quality assurance developments in Europe and maintains a web site.

ENQA also functions as a policy forum on European quality assurance developments together with higher education sector organisations.

ENQA has transformed itself into an association and amended its membership criteria to enable applications from agencies from all 40 Bologna Signatory States.

2.3 Quality Culture within Institutions

¹ COM(2004) 642 final Brussels, 12.10.2004

"They [Ministers] also stress that consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework."

The Commission supports higher education institutions building up their own internal quality assurance capacity through a pilot scheme, organised by the European University Association EUA. In annual rounds, six groups of universities and other higher education institutions work together on themes such as "research management", "teaching and learning" and "implementing Bologna reforms". The pilot scheme helps institutions to introduce internal quality assurance mechanisms, improve their quality levels and being better prepared for external evaluations. The first round in 2002-2003 demonstrated the need for strong university leadership and university autonomy in developing a quality culture. A second round took place in 2003-2004 and a third round has started in 2004-2005, thus spreading this experience across a variety of institutions in Europe.

2.4. Transnational Evaluation and Accreditation

Most evaluation and accreditation is carried out on a national or regional basis. It is expected that these local exercises will become more comparable and more European through the use of "an agreed set of standards, procedures and guidelines" and the involvement of foreign experts. In a limited number of cases there is scope for transnational evaluation and accreditation. For instance in highly internationalised fields of study like engineering and chemistry (two current pilot projects) or in cases where universities or sponsors (public or private) seek to obtain a label for reasons of branding or consumer protection. Integrated study programmes, like joint masters, obviously require a collaborative effort of the respective quality assurance agencies.

The Commission supports the setting up and testing phase of transnational evaluation and accreditation. As an experiment, ENQA has carried out in 2002-2003 an external evaluation of 14 departments against sets of common evaluation criteria in three subject areas: History, Physics and Veterinary Science. The Transnational European Evaluation Project (TEEP I) has shown that it is possible to evaluate study programmes across borders against sets of common criteria as long as the universities concerned agree to take the common criteria as a starting point for the evaluation. ENQA is currently testing the transnational evaluation of a sample of Erasmus Mundus Joint Masters (TEEP II).

3. The Two Cycle System – Towards a European Qualifications Framework

"All Ministers commit themselves to having started the implementation of the two cycle system by 2005."

"Ministers encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the European Higher Area."

The Commission supports initiatives enhancing the comparability and compatibility of qualifications and notably the university project "Tuning Educational Structures in Europe" in which professors from 135 universities seek to describe the content of qualifications in nine different subject areas in terms of workload, level, learning outcomes, competences and profile. Templates with short descriptions of bachelor, master and doctorate level competences in a series of disciplines will be made public in springtime 2005 and will be made subject to an external validation process.

The Commission has supported the initiative to design an overarching framework of qualifications for the European Higher Area against which national frameworks would articulate. The results will be presented to Ministers in Bergen.

As part of its Lisbon mandate, the Commission has started work on the design of a European Qualifications Framework (EQF) for Lifelong Learning, taking into account of the work done in the Bologna and Copenhagen context. A Commission Consultation Document on EQF will be published in June 2005.

4. Recognition of Degrees and Periods of Study

"Ministers stress the important role played by the European Credit Transfer System (ECTS) in facilitating student mobility and international curriculum development. They note that ECTS is increasingly becoming a generalised basis for the national credit systems. They encourage further progress with the goal that the ECTS becomes not only a transfer but also an accumulation system, to be applied consistently as it develops within the emerging European Higher Education Area."

"They set the objective that every student graduating as from 2005 should receive the Diploma Supplement automatically and free of charge. It should be issued in a widely spoken European language."

The Commission has taken several initiatives to promote ECTS. Institutions wishing to introduce ECTS for the first time may apply for an ECTS Introduction Grant. Institutions which use ECTS in all first and second cycle degree programmes may apply for the ECTS label. Label holding institutions (14 in 2005) may apply for an "ECTS for Lifelong Learning Grant". They will form a steadily growing Pilot Group, testing the use of "ECTS for Lifelong Learning".

A short brochure "ECTS Key Features" is available on the web has been distributed in hard copy in five languages. The ECTS Users Guide on the web has been restyled and completed with examples from the ECTS practice. ECTS/DS Counsellors are active in 30 countries as part of the National Teams of Bologna Promoters. They advise universities on how to introduce ECTS correctly and how to prepare for the ECTS Label.

In June 2005, the Commission will publish a Consultation Document on Credits for Lifelong Learning, building on the ECTS experience and the preparatory work on credits in Vocational Education and Training.

In parallel, the Diploma Supplement is being promoted and institutions may apply for a Diploma Supplement label (some 60 in 2005). The European Parliament and the Council adopted a proposal to integrate different transparency instruments developed for vocational training (like Europass, European Portfolio and the European CV) and bring them together into a single European Framework for Transparency of Qualifications and Competences, called EUROPASS, which includes the Diploma Supplement, used in higher education.

The Commission continues to support the NARIC network of credential evaluators, cooperating closely with the parallel network of ENIC centres coordinated by the Council of Europe/UNESCO-CEPES. The two networks have adopted an ENIC/NARIC Charter, outlining the Terms of Reference of a fully operational Recognition Information Centre. They have also established a list of persistent recognition problems to be addressed by the competent authorities. The Commission welcomes the cooperation between ENIC/NARIC and ENQA, exploring the links between recognition and quality assurance.

5. Promotion of Mobility

“They [Ministers] note with satisfaction that since their last meeting, mobility figures have increased, thanks also to the substantial support of the European Union programmes, and agree to undertake the necessary steps to improve the quality and coverage of statistical data on student mobility.

They reaffirm their intention to make every effort to remove all obstacles for mobility within the European Higher Education Area. With a view to promoting student mobility, Ministers take the necessary steps to enable the portability of national loans and grants.”

The Commission will seek to increase mobility figures even further, based on the use of both public and private funding. The Commission supports activities aiming at mapping student and teacher mobility, eliminating obstacles to mobility and enabling the portability of national loans and grants. The proposal for a new Integrated Program for Lifelong Learning 2007-2013 (succeeding Socrates and Leonardo) aims at tripling the European mobility figures.

6. European Higher Education Area and European Research Area – Two Pillars of the Knowledge Based Society – Cooperation at Doctoral Level

“Ministers call for increased mobility at the doctoral and postdoctoral levels and encourage the institutions concerned to increase their co-operation in doctoral studies and the training of young researchers.”

The Commission welcomes the extension of the Bologna reforms (transparency, credits, quality assurance, recognition etc.) to the doctoral level. In July 2003, the Commission adopted a Communication "Researchers in the European Research Area,

One Profession, Multiple Careers"², which recommends that doctoral programmes take into account broader needs of the labour market and integrate structured mentoring as an integral part. Furthermore, the Commission adopted the European Researchers Charter which defines roles and responsibilities of researchers, including of doctoral candidates³. The time is right to take a fresh look at the notion of "European doctorates" and the recognition of doctoral degrees in Europe for the purpose of careers in R&D. Bologna Signatory States are called upon to adjust the legislative framework so that joint doctorates can be implemented more easily and obstacles to recognition removed.

As a concrete step, the Commission has supported in 2004-2005 a pilot project examining the status of doctoral candidates, the functioning of doctoral programmes in Europe, ways to improve them and to promote pooling of resources in cross-border activities and programmes, possibly leading to a "European Doctorate".

7. Promotion of the European Dimension in Higher Education

"Ministers agree to engage at the national level to remove legal obstacles to the establishment and recognition of such degrees and to actively support the development and adequate quality assurance of integrated curricula leading to joint degrees."

The Commission helps universities develop integrated study programmes through Socrates-Erasmus Curriculum Development Projects. The implementation of integrated programmes is supported through Socrates-Erasmus student and staff mobility and Intensive Programmes (like summer courses). Special support for the implementation of Joint Masters is provided as from 2004 through the programme Erasmus Mundus, with 36 joint master courses, involving 140 universities and more to come.

8. Promoting the Attractiveness of the European Higher Education Area

"Ministers agree that the attractiveness and openness of the European higher education should be reinforced. They confirm their readiness to further develop scholarship programmes for students from third countries."

The Commission will award up to 8000 scholarships to students and scholars from other continents and from Europe in the framework of the Erasmus Mundus programme. Through this programme, the Commission will also support a marketing strategy for European Higher Education, bringing European quality and distinctiveness higher up the attention scale of the best partners, students and scholars world-wide.

9. Stocktaking

² COM(2003) 436 final of 18.07.2003

³ C (2005) 576 final of 11.03.2005

"Ministers charge the Follow-up Group with organising a stocktaking process in time for their summit in 2005 and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years."

The Commission, through the Eurydice Network, helps to undertake the stocktaking exercise in close cooperation with the Bologna Board and the Bologna Secretariat. The result should be a clear overview of the progress made in the signatory states ("Bologna Scorecard") and an analytic report to be presented at the Bergen Ministerial Conference in May 2005. The Commission also supports the survey of the European University Association (Trends IV) and the student survey by ESIB.

10. Promoting Bologna

"Ministers welcome the commitment of Higher Education Institutions and students to the Bologna Process and recognise that it is ultimately the active participation of all partners in the Process that will ensure its long-term success."

The Trends Reports and the Eurydice Surveys have demonstrated that Bologna is gaining ground, but, being a top-down process, the reforms have not yet reached the work floor of all higher education institutions. The Commission therefore takes the initiative to help provide interested parties with up-to-date documentation, handbooks, case studies and workshops on the Bologna reforms, providing a European dimension and a comparative perspective. A Call for Tender will be published in April 2005 for the setting up of an "Information Project on Higher education Reform".

The Commission also supports National Teams of Bologna Promoters. Senior Academics, (Vice-)Rectors, Deans, Directors of Study, International Relations Officers and Student Representatives, who are successful in introducing the Bologna reforms in their institutions are invited to advise colleagues in their country and occasionally abroad. Some of the Bologna Promoters also function as ECTS/DS Counsellors. The National Teams are organised and supported in a decentralised way through the Socrates-Erasmus National Agencies, in close consultation with public authorities, the national member of the Bologna Follow-up Group and the higher education sector of the country concerned.

Via an online platform, called CIRCA, Bologna Promoters and officials can communicate and network with each other. It allows Bologna Promoters and officials to send e-mails, have online meetings and conferences, access each others' details, and exchange documents through the online library. In first instance CIRCA is used to give Bologna Promoters access to documents relevant for their task.

11. Bologna Seminars and Conferences

The Commission supports a limited number of official Bologna Seminars in priority areas, the Pre-Bergen Higher Education Convention in Glasgow in March/April and the Bergen Ministerial Conference in May 2005.

BOLOGNA ACTION LINES

Bologna Declaration (1999)

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education

Prague Communiqué (2001)

7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the European Higher Education Area

Berlin Communiqué (2003)

10. European Higher Education Area and European Research Area – two pillars of the knowledge based society.

WEB SITES

DG Education and Culture

http://europa.eu.int/comm/dgs/education_culture/index_en.htm

Lisbon Strategy - Education and Training 2010

http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

Strategies for Lifelong Learning

http://europa.eu.int/comm/education/policies/2010/lll_en.html

Bologna Process - Higher Education

http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

<http://www.bologna-berlin2003.de>

<http://www.bologna-bergen2005.no>

Copenhagen Process – Vocational Education and Training

http://europa.eu.int/comm/education/policies/2010/vocational_en.html

http://europa.eu.int/comm/education/copenhagen/resolution_en.pdf

The Role of Universities in the Europe of Knowledge

http://europa.eu.int/comm/education/policies/2010/lisbon_en.htmlhttp://europa.eu.int/eur-lex/en/com/cnc/2003/com2003_0058en01.pdf

http://europa.eu.int/comm/research/conferences/2004/univ/followup_en.html

ECTS and Diploma Supplement

http://europa.eu.int/comm/education/programmes/socrates/ects_en.html

EUROPASS

http://europa.eu.int/comm/education/programmes/europass/index_en.html

Erasmus Mundus

http://europa.eu.int/comm/education/programmes/mundus/index_en.html

The European Researchers Charter

<http://europa.eu.int/eracareers/europeancharter>

e-learning

http://europa.eu.int/comm/education/programmes/elearning/programme_en.html

ENIC and NARIC networks

<http://www.enic-naric.net>

PLOTEUS

<http://www.ploteus.net>

Tuning educational structures in Europe

<http://odur.let.rug.nl/TuningProject>

<http://www.relint.deusto.es/TuningProject/index.htm>

ENQA

<http://www.enqa.net/>

EUA

<http://www.eua.be/eua/index.jsp>

EURASHE

<http://www.eurashe.be/info/info.htm>

ESIB

<http://www.esib.org>

Council of Europe

<http://www.coe.int>

UNESCO-CEPES

<http://www.cepes.ro>

COMMISSION SUPPORTED BOLOGNA RELATED INITIATIVES

Quality Assurance and Accreditation

Socrates

Quality Culture in Higher Education Institutions-Round III

Promotion of internal quality management and the development of an internal quality culture in universities in order to improve quality levels

European University Association (EUA)
http://www.eua.be/eua/en/projects_quality.aspx

European Associations for Quality Assurance in Higher Education (ENQA)

Coordination the activities of the network, secretariat, training seminars, materials, General Assembly, website, Working Groups for the fulfilment of the Berlin Mandate (standards for universities and agencies, review of agencies, preparation of the European Register)

European Network for Quality Assurance in Higher Education (ENQA)
<http://www.enqa.net/projectitem.lasso?id=34837&cont=projDetail>

Trans-national evaluation of joint Master's degrees within the European Higher Education Institutions (TEEP II)

Evaluation of three joint Master's programmes selected for Erasmus Mundus. The experiment should lead to self-financed fee-based evaluations for joint programmes.

European Network for Quality Assurance in Higher Education (ENQA)
<http://www.enqa.net/projectitem.lasso?id=34837&cont=projDetail>

EUR-ACE-Accreditation of European Engineering Programmes and Graduates

Develop and test criteria for European Accreditation (labeling) in the field of Engineering. The project should lead to self-financed fee-based evaluations.

Fédération Européenne d'Associations Nationales d'Ingénieurs (FEANI)
<http://www.feani.org/>
http://www.feani.org/EUR_ACE/EUR_ACE_Main_Page.htm

The Chemistry Eurobachelor Label CEBL

The development of a European-wide accepted and implemented procedure for the international, subject-based accreditation of first-cycle degree programmes in chemistry. The project should lead to self-financed fee-based evaluations.

Universität Dortmund (DE)
<http://www.uni-dortmund.de/web/en/index.html>

Tempus CARDS

Joint M.Sc. Curriculum in Software Engineering in the former Yugoslav Republic of Macedonia

To create a joint graduate curriculum in software engineering leading to the M.Sc. degree according to the Bologna declaration. To provide an environment for teachers' and students' mobility

Humboldt-Universität (DE)

[http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_S_Projects_Selected_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_S_Projects_Selected_2003.pdf)

Implementing Quality Assurance in Serbian Universities

To address recommendation of the European Universities Association on quality assessment at Serbian Universities; To analyse, design, implement and monitor Quality Assurance system and procedures; To solve the main problem in the reform of Higher Education in Serbia; To facilitate Serbian Universities joining the European Higher Education Space.

Universidade do Minho (PT)

<http://www.gri.uminho.pt/moduleleft.aspx?mdl=~/modules/umexterior/FichaProjecto.ascx&mid=317&itemid=60&lang=pt&pageid=152&tabid=7>

http://www.tempusscg.net/nasi_projekti/jep17040.htm

Tempus Tacis

Transferring of EU assessment experience to Moldova's universities

- 1) Compare the European experience in student assessment (policy, methodology, criteria, etc.) with partner universities' practice;*
- 2) Improve and adapt these assessment items on the basis of information exchange at partner universities.*

Kungliga Tekniska Hoegskolan (KTH)

[http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2004.pdf)

Transferring EU Quality Assurance to Belarus

Competency of at least 50 Belarusian university administrators in preparation and certification of bachelor and master University programmes according to European standards.

Mjaerdevi Science Park – ITTT

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2003.pdf)

A Training Programme for Quality Assurance in Ukraine

To implement a fully accredited training course that enables the centre at Donetsk National University to be a provider of Quality Assurance Courses in Ukraine and thus contribute to a National Document.

University of Sunderland (UK)

www.sunderland.ac.uk

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2003.pdf)

Development of University Policy in Quality Assurance in Ukraine

Self-assessment of management education at the NTU "KhPI" on the basis of generally accepted quality criteria in 2005. Strategic plan of education quality assurance in the area of management in 2005. Administration and faculty members are ready for the application of quality management principles in their work by the end of 2005.

Technische Universität Hamburg-Harburg (DE)

www.tu-harburg.de

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_February_2004.pdf)

Achieving Bologna through Total quality Management in Russia

To develop quality assurance policies, systems and culture in University of Nizhni Novgorod in line with the requirements of the Bologna Declaration and external clients.

European Centre for the Strategic Management of Universities (BE)

www.esmu.be

[http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_Projects_Selected_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_Projects_Selected_2003.pdf)

Integration of QA System in Russia into Bologna Process

Upgrading of Quality Assurance System at the Russian agricultural Universities.

Wageningen Universiteit (NL)

www.wur.nl

[http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_Projects_Selected_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_Projects_Selected_2003.pdf)

Tempus MEDA

Facilitating introduction of modern quality assurance system for technical education in Jordan

To develop a framework for ensuring quality of technical education in Jordanian universities by March 2006.

Royal Institute of Technology (SE)

<http://www.kth.se/eng/about/index.html>

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_MEDA_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_MEDA_SCM_Selected_October_2004.pdf)

Quality Assurance and Improvement in Tertiary Education in the Palestinian Authority

Training of the Staff and Members of the Accreditation and Quality Assurance Commission (AQAC); Training of the Quality Unit representatives from Tertiary Institutions; Initiating an academic international; Initiating an academic local network.

Institut d'Accreditation, de Certification et d'Assurance de Qualite-Acquin

<http://www.acquin.org/acquincms/>

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_MEDA_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_MEDA_SCM_Selected_October_2004.pdf)

The development of a Quality Assurance System within selected Universities in Egypt

- To develop a model for a QA system for implementation in the three partner country universities - the model will be informed by practices within the EU partners and will be sensitive to the local context within the beneficiary institution.

Bolton Institute of Higher Education (UK)

www.bolton.ac.uk

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_MEDA_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_MEDA_SCM_Selected_February_2004.pdf)

European Qualification Framework

Elaboration of an overarching framework of qualifications for the European Higher Education Area

Elaboration of an overarching framework for qualifications for the European Higher Education Area and provision of conceptual tools for countries going to establish a national qualifications framework

Ministry of Science, Technology and Innovation (DK)

<http://www.videnskabsministeriet.dk/cgi-bin/frontpage.cgi>

Tuning Educational Structures in Europe: Validation, dissemination and further development

Tuning cycle descriptors will be validated by stakeholder panels and the Tuning methodology will be extended to up to 20 new subject areas.

Rijksuniversiteit Groningen (NL) and Universidad de Deusto (ES)

<http://odur.let.rug.nl/TuningProject>

<http://www.relint.deusto.es/TuningProject/index.htm>

Classifying European Institutions of Higher Education

Feasibility study on the development of a European classification (typology) of Higher Education Institutions

Universiteit Twente (NL)

<http://www.utwente.nl/en/>

Recognition

Socrates

ECTS Introduction Grant

Institutions wishing to introduce ECTS for the first time may apply to their Socrates-Erasmus National Agency for an ECTS Introduction Grant. In 2003/2004 136 Introduction grants were awarded to institutions across Europe.

European Commission

http://europa.eu.int/comm/education/programmes/socrates/ects_en.html#7

ECTS Label

Institutions which use ECTS in all first and second cycle degree programs may apply for the ECTS label. In 2005 there are 14 label holding institutions.

European Commission

http://europa.eu.int/comm/education/programmes/socrates/ects_en.html

Diploma Supplement Label

Institutions which award Diploma Supplements to all graduates free of charge in a widely used language, may apply for the DS label. In 2005 there are 60 label holding institutions.

European Commission

http://europa.eu.int/comm/education/policies/rec_qual/recognition/diploma_en.html

ELITE'LLL-ECTS Label institutions to elaborate Life-Long-Learning concepts

Testing the award of credits to formal, non-formal and informal learning based on the ECTS parameters of learning outcomes and notional student workload (competence- based time slot approach). Project accessible to ECTS label holding institutions.

Fachhochschule Osnabrück- University of applied sciences (DE)

<http://www.fh-osnabrueck.de/>

Tempus CARDS

Implementation of ECTS at Universities in Serbia

1) Establishment of ECTS coordinator teams and network; 2) Identification of the state of ECTS implementation in Serbia; 3) Training of ECTS coordinators; 4) Exchange of know-how in the area of ECTS implementation; 5) Development of the ECTS promotional and implementation strategy at Serbian Universities; 6) Promotion of ECTS principles and dissemination of project results; 7) Initiation of long-term activities regarding ECTS implementation

Fachhochschule Osnabrück- University of applied sciences (DE)

<http://www.fh-osnabrueck.de/>

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARDS_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_CARDS_SCM_Selected_October_2004.pdf)

Promotion of Bologna and Implementation of ECTS at the Universities of Prishtina, Tetovo and SEEU in Kosovo and Macedonia (FYROM)

The project aims at supporting the above mentioned universities in implementing key features of the Bologna Declaration in particular ECTS in the higher education institutions in Kosovo and Macedonia.

Hochschulrektorenkonferenz (HRK) (DE)

http://www.hrk.de/eng/home/index_eng.php

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARDS_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_CARDS_SCM_Selected_October_2004.pdf)

Exchange of best practices in establishing ECTS for the former Yugoslav Republic of Macedonia

To facilitate the exchange of best practices gained in the framework of a previously realised

Tempus project in establishing ECTS.

Politecnico di Torino (IT)

<http://www.etf.eu.int/tempus.nsf>

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_SCM_Selected_October_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202003%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_SCM_Selected_October_2003.pdf)
www.polito.it

Implantation système ECTS en Fac. sciences du Vivant en Croatie

S'informer sur le système européen de transfert d'unités de valeur capitalisable (ECTS), le mettre en place dans les Facultés HRV partenaires, en connaître l'usage interne et international, notamment pour la mobilité étudiante.

Association des Etablissements d'Enseignement Supérieur (AGRENA) (FR)

<http://www.agrena.org/>

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_SCM_Selected_February_2004.pdf)

On the road to European Higher Education Area - Implementing ECTS in South Eastern Europe

Introducing the European Credit Transfer System along with Bachelor/Master study programmes in line with the Bologna Declaration

Hochschulrektorenkonferenz (HRK) (DE)

www.hrk.de

<http://www.etf.eu.int/tempus.nsf>

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_SCM_Selected_February_2004.pdf)

Introduction of ECTS at the Universities in Bosnia Herzegovina

- To bring new harmonised curricula for undergraduate level in accordance to recognised standards

- Establishment of credit transfer system compatible to ECTS

Foundation Academic Training Association (NL)

www.academictraining.org

[http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_Projects_Selected_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_Projects_Selected_2003.pdf)

Tempus Tacis

ECTS-implementation at Ukrainian universities

Training of ECTS-experts from Lvov Polytechnic National University and the Ministry of Science and Education and development of guidelines for ECTS-implementation at Ukrainian universities

Technische Universität Wien (AT)

<http://www.etf.eu.int/tempus.nsf>

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_February_2004.pdf)

Tempus MEDA

Partenariats et pratiques de coopération ECTS-SNC en Tunisie

Objectif spécifique: Conception et Application en Tunisie d'un système national des crédits équivalent à l'ECTS.

Université de la Sorbonne Nouvelle (Paris III) (FR)

<http://www.univ-paris3.fr>

[http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_MEDA_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_MEDA_SCM_Selected_October_2004.pdf)

Students and Mobility data

EUROSTUDENT – Indicators on the social situation in the European Higher Education Area

The EURO STUDENT survey focuses on acquiring and presenting the latest comparative statistics and educational indicators on the social dimension in a series of countries of the European Higher Education area

Hochschul-Informations-System GmbH (HIS)

<http://www.his.de/Abt2/Auslandsstudium/>

Eurodata – European Higher Education Mobility Monitor

The project aims at producing data on student mobility concerning 32 European countries of a quality and degree of differentiation at present not available from any other source. These data are needed by national governments and the European Union to measure progress towards the mobility-related objectives of European higher education innovation agendas.

Academic Cooperation Association (ACA)

<http://www.aca-secretariat.be/02projects/Eurodata.htm>

Doctoral Programmes

Doctorates Programme Project

A project aiming to identify essential conditions for successful doctoral programs across Europe and to promote cooperation and mutual learning in the development of joint doctoral programs at European level

European University Association (EUA)

http://www.eua.be/eua/en/Doctoral_Programmes.jsp

Bologna Promotion

Socrates

National Teams (31) in the Countries participating in the Socrates Program

Senior Academics, (Vice-) Rectors, Deans, Directors of Study, International Relations Officers and Student Representatives, who are successful in introducing the Bologna reforms in their institutions advise colleagues in their country and occasionally abroad. ECTS/DS Counsellors are integrated in the teams of Bologna Promoters.

The Socrates-Erasmus National Agencies

http://europa.eu.int/comm/education/programmes/socrates/agera_en.html

Tempus CARDS

Development of an ENIC Centre in Montenegro DEM (SCM-C012Z04-2004)

University of Education, Science and Sport (SI)

<http://www.etf.eu.int/tempus.nsf>

Raising Bologna Process Awareness in Bosnia Herzegovina (SCM-C007Z04-2004)

Coordinator: World University Service Austria (AT)

http://www.wus-austria.org/1024/default_1024.htm

<http://www.etf.eu.int/tempus.nsf>

Croatian Bologna Promoters Team (SCM-C005Z04-2004)

Coordinator: österreichischer Austauschdienst (AT)

<http://www.oead.ac.at/>

<http://www.etf.eu.int/tempus.nsf>

Establishment of National Teams of Bologna Promoters ENTBP (In Serbia) (SCM-C016Z04-2004)

Coordinator: Slovak Academic Association for International Cooperation

<http://www.saaic.sk/saaic/ENG/>

<http://www.etf.eu.int/tempus.nsf>

Creation of Montenegro Team of Bologna Promoters C.M.T.B.P. (CSM-C008Z04-2004)

Coordinator: University of Roma La Sapienza (IT)

<http://www.uniroma1.it/>

<http://www.etf.eu.int/tempus.nsf>

Formation équipes nationales promotrices Bologne aux BALKANS (FENPBCARDS) (CSM-C001Z04-2004)

Coordinator: Association des Etablissements d'Enseignement Supérieur (AGRENA)

(FR) <http://www.agrena.org/>

<http://www.etf.eu.int/tempus.nsf>

Moving ahead with the Bologna Process in Croatia

To assist all 5 Croatian universities in their preparation for the implementation of the Bologna Declaration, Diploma Supplement and ECTS Charter, by sharing expertise and best practice available within the Consortium.

Coordinator: University of Bristol (UK)

www.bristol.ac.uk

[http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_CARD_S_Projects_Selected_2003.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/JEP%202003%20YES%20list%20for%20Web%20(final)/$file/JEP_CARD_S_Projects_Selected_2003.pdf)

Tempus Tacis

Creating National Information Centres about the Bologna Process in the Kyrgyz Republic

The objective is to support the strong desire of the Kyrgyz Republic to reform its Higher Education system in line with the Bologna process and support the ongoing initiatives of the Government universities in implementing the Bologna reform.

Università degli studi di Pisa (IT)

www.unipi.it

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2004.pdf)

Russian Association of University Managers and Administrators pursuing Bologna objectives

The overall objective of the proposed project is to create an instrument for integration of Bologna principles in Higher Education governance in Russia and to establish a Russian Association of University Managers and Administrators.

Universität des Saarlandes (DE)

<http://www.uni-saarland.de/en/>

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2004.pdf)

Umsetzung des Bologna-Prozesses in der ökonomischen Bildung in Russland und Polen

Das Projekt zielt auf die Unterstützung des Bologna-Prozesses in der ökonomischen Bildung, insbesondere in der Ausbildung von Lehrkräften für ökonomische Bildung an Hochschulen in Russland und Polen.

Carl von Ossietzky-Universität Oldenburg (DE)

<http://www.uni-oldenburg.de/>

[http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/Pages/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_October_2004.pdf)

Scénarios d'adaptation du processus de Bologne à l'Enseignement Supérieur Moldave

Informier sur le processus de Bologne et établir des scénarios d'adaptation : niveaux études, diplômes universitaires et complémentaires ; mobilité étudiante ; assurance-qualité.

Association des Etablissements d'Enseignement Supérieur (AGRENA) (FR)

<http://www.agrena.org/>

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_February_2004.pdf)

Universities in Transition and the Bologna Challenge in Russia

The specific objective of the project is to ensure that a large number of university managers and academic leaders in Russian regions develop a common European philosophy of educational change and are ready to promote elements of new organizational culture for the transition to the two-cycle model matched with educational comparability, transferability and cooperation in quality assurance.

Justus-Liebig-Universität Giessen (DE)

www.uni-giessen.de

[http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_Tacis_SCM_Selected_February_2004.pdf](http://www.etf.eu.int/Tempus.nsf/Pages/SCM%202004%20February%20YES%20list%20for%20Web%20(final)/$file/JEP_Tacis_SCM_Selected_February_2004.pdf)

Formation équipes nationales promotrices Bologne en Asie Centrale et Orientale (ACO) (FENPBACO) (SCM-T001Z04-2004)

Association des Etablissements d'Enseignement Supérieur (AGRENA) (FR)

<http://www.agrena.org/>

<http://www.etf.eu.int/tempus.nsf>

Tempus MEDA

Echanges Expériences Bologna Fac. Sciences du Vivant EG

S'informer précisément sur la diversité des systèmes européens de formation supérieure issus du Processus de Bologna.

Association des Etablissements d'Enseignement Supérieur (AGRENA) (FR)

<http://www.agrena.org/>

[http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20\(final\)/\\$file/JEP_MEDA_SCM_Selected_October_2004.pdf](http://www.etf.eu.int/tempus.nsf/0/SCM%202004%20October%20YES%20list%20for%20Web%20(final)/$file/JEP_MEDA_SCM_Selected_October_2004.pdf)

Seminars and Conferences

Methodological common instruments for assessment and accreditation in the European framework (Santander, Spain, 28-30 July 2004)

An official Bologna Seminar on methodological common instruments for assessment and accreditation in the European framework

Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA) (ES)
National Agency for Quality Assessment and Accreditation

http://www.aneca.es/actividades/eventos/activ_santander2004_ing.html

Designing policies for Mobile Students (Noordwijk, the Netherlands, 11/12 October 2004)

Key issues in higher education will be discussed which are relevant in order to help removing obstacles to student and staff mobility and encouraging academic mobility in general.

Ministerie van Onderwijs, Cultuur en Wetenschap (NL)

<http://www.caos.nl/ocw/>

The external dimension of the Bologna Process (Hamburg, Germany 18/19 October 2004)

Raising awareness of the external dimension of the Bologna process

Academic Cooperation Association

http://www.bologna-bergen2005.no/EN/Bol_sem/Other_sem/041018-19Hamburg.HTM

<http://www.aca-secretariat.be/04news/NewsletterOctober.htm>

<http://www.aca-secretariat.be/08events/Hamburg/HamburgConferenceOverview.htm>

The employability and its links to the objectives of the Bologna Process (Bled, Slovenia 22/23 October 2004)

The seminar will address the issue of improved employability of graduates according to new degree structures in the context of the Bologna Process.

Ministry of Education, Science and Sport (SI)

http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/041022-23Bled/041023Conclusions.pdf

Conference "Improving the Recognition System" in terms of Bologna Work Program (Riga, Latvia, 3/4 December 2004)

Organization of a conference about how improving the recognition system of degrees and periods of studies.

Akadēmiskais Informācijas Centrs (AIC) Academic Information Centre (LV)

<http://www.aic.lv/rigaseminar/>

Doctoral programs for the European knowledge society (Salzburg, Austria, 3/5 February 2005)

Exchanging information about the existing doctoral programs in Europe, identifying the essential conditions for success, and fosters the cooperation at European level, and to promote the involvement of doctoral candidates in the realization of the European Higher Education Area.

EURODOC (ES)

<http://www.eurodoc.net/activities/salzburg2005/index.php>

SM 2010 - Student Mobility in the European Higher Education Area Bad Honnef, Germany, 17/18th March 2005

A conference about mobility of students in Europe and in the Bologna era

Deutscher Akademischer Austauschdienst /German Academic Exchange Service (DE)

<http://www.daad.de/de/index.html>

3rd Convention of European Higher Education Institutions, Glasgow, 31 March - 2 April 2005

This project proposal is presented with a view to ensure optimal preparation of the Glasgow Convention whose results will feed into the Bergen Ministerial meeting. The Glasgow Convention will focus on the role of universities in creating a knowledge society in Europe.

European University Association (EUA)

<http://www.euaconvention.org/index.asp>

The Bergen Ministerial Meeting of the Bologna Process (Bergen, Norway, 19/20 May 2005)

The objectives and the expected outcomes of the ministerial meeting in Bergen is to take stock of the progress of the Bologna Process since the Berlin meeting in

September 2003 as well as to set directions for the further development towards the European Higher Education Area to be realized by 2010.

Ministry of Education and Research (NO)
<http://www.bologna-bergen2005.no/>

Bologna Stocktaking

Eurydice Survey “Focus on the Structure of Higher Education in Europe 2005

Report on the implementation of the main Bologna Reforms (three cycles, quality, recognition (ECTS, Diploma Supplement) in the 40 Bologna Signatory States. Country chapters and a comparative overview

Eurydice
<http://www.eurydice.org/>

Trends IV: Creating the European Higher Education Area

The 4th part will concentrate on transparency, recognition of studies periods and degrees, European quality assurance, research at institutional level. Focus on the difficulties linked to the admission of 7 new signatory states (especially Russia)

European University Association (EUA)
http://www.eua.be/eua/en/Trends_European_Education_redirect.aspx

The Bologna Process at Mid Term: ESIB evaluation, follow up and training projects

The project aims at providing an overview of the development of the Bologna Process from the student view and to build the capacity of student representatives at the local and national level.

The National Unions of Students in Europe (ESIB)
<http://www.esib.org/>

Bologna Process Stocktaking

General stocktaking of the Bologna process by a working group appointed by the follow up group Results to be presented in Bergen

Secretariat of the Bologna Follow-up Group (NO)
<http://www.bologna-bergen2005.no/>

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